

Instructional Plan/Learning Activities

Content:

Instructional Plan	Understanding	Know	Skills	MLR
1. Hook: Carnival Cruise Line Advert , Carnival Fun Cruise Advert , Norwegian Cruise Line Advert , to get them thinking about international destinations and such. Graphic Organizer: ISP graphic organizer Cooperative Learning: Students will take time at the very end of class to Think, Pair, Share information about their chosen destinations, and why they chose that particular region of the world. Technology: Students will use their laptops to research different areas of the world, looking specifically for the most convincing. Artifact: Students will write a (pointedly biased) opinion piece about their chosen vacation destination. Their classmates will provide	English: Students will understand that propaganda is a descriptive means of persuasion through written or visual means, and can affect public opinion. Social Studies: Students will understand that several factors influence the development of cultures around the world.	Students will how to use information gathered to write a thorough, unbiased description.	Students will be able to (explain) express their biases pertaining to their chosen vacation destination through writing.	

feedback on their
blog entries with
attention to details,
descriptions, etc.

Details: Watch
Cruise Line adverts,
write down 'typical'
vacation spots. What
makes these
locations attractive
to the average
John/Jane taking a
vacation?

Individually,
students will figure
out what makes a
vacation spot
attractive for them
personally. Is it the
location? The means
of travel? The
surrounding
attractions?

In table groups,
brainstorm the
necessities for
successful
advertisement for
vacation spots. Class
will regroup to
combine lists,
teacher recording
suggestions in
Wordle (to be made
a handout/link).

Keeping these
suggestions in mind,
students will peruse
the internet and
travel
magazines/brochure
s/travel guides to
determine where
they would like to
focus their

attentions, filling out
the ISP organizer as
they go. Students
will

Think/Pair/Share
afterward.

For homework:
Students will blog
about their chosen
vacation destination,
focusing on what is
attractive to the
travel market.

2.	English: Students	Students will know	Students will be able
Hook: Different	will understand that	what the different	to (interpret)
advertisements for	propaganda is a	propaganda	identify the
familiar products	descriptive	techniques being	techniques used in
that depict the	means of persuasion	used in media	media or editorials
different types of	through written or	presentation are.	regarding reviews
propaganda. 1960s	visual means, and		for the following:
Pepsi , Generation of	can affect public		hotels, special
Choice , 90s Pepsi ,	opinion.		regional attractions,
Cinnamon Life			restaurants, tourist
Graphic Organizer:	Social Studies:		destinations.
Ice cream graphic	Students will		
organizer	understand that		
Cooperative	several factors		
Learning: Students	influence the		
will work in groups	development of		
to write to describe	cultures around the		
or illustrate the	world.		
different types of			
propaganda.			
Technology:			
Students will have a			
choice between their			
blogs or ComicLife			
as their			
technological			
medium.			
Artifact: Propaganda			
definition medium.			
Details: Students			
will watch the			

different ads in groups, taking note of similarities and differences in elements. They will jigsaw so that one person from every ad will be together, and they will compare.

We will then look at the different

[Propaganda](#)

[techniques](#), and

discuss what the ads they saw used.

Students will count off by continent group to

describe/illustrate

for each of the

propaganda

technique (for

classroom reference,

using either blog or

ComicLife).

3.			
Hook: Historical examples of propaganda. WWII in Propaganda	English: Students will understand that propaganda is a descriptive means of persuasion through written or visual means, and can affect public opinion.	Students will know how to fuse propaganda with historical fact.	Students will be able to (apply) illustrate particular propaganda techniques by using them to 'sell' a particular vacation destination of the world.
Students will attempt to identify the propaganda techniques as a means of assessment.			
Graphic Organizer: Quiz.	Social Studies: Students will understand that several factors influence the development of cultures around the world.		
Cooperative Learning: Quiz will be worked on in pairs or individually.			
Technology: iMovie, ComicLife,			

GarageBand.
Artifact:Media
representation
(iMovie, comiclfe,
garage band radio
spot): Assigned with
a particular
propaganda
technique, students
will create a media
piece advertising
their tourist
destination.

Details: Students
will look through the
WWII propaganda
powerpoint as a
means of seeing
historical examples
of the types, and as a
way to reaffirm the
different types of
propaganda.
Students will take a
quiz (handouts of
different slides each
utilizing a different
type); students must
identify the type and
the ways it is shown
through a printed ad.
Students can work
together in pairs or
individually.
After the quiz,
students will be able
to use different
technological
mediums (IMovie,
ComicLife, Garage
Band) to 'sell' their
tourist destination.
Advert must use at
least two of the
different propaganda

types.

4. Hook: Magazine representations of propaganda, for the sake of comparison (print adverts are sometimes harder to distinguish than film adverts). Graphic Organizer: TickTackToe Cooperative Learning: Classroom discussion revolving around which techniques work for which aspects of the destination package. Technology: Blog/ComicLife Artifact: Blog/ComicLife: Students will compare the different types of media for the destination.... what will work, what won't work, etc.	English: Students will understand that propaganda is a descriptive means of persuasion through written or visual means, and can affect public opinion.	Students will know why media uses different styles of propaganda.	Students will be able to (perspective) compare different kinds of media techniques for the same vacation destination media.
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Details: Students

will peruse the

stacks of magazines,

making notes of

which ones employ

a specific technique.

The class will group

up to share findings.

Students will take

their TickTackToe

organizer and apply

several of the

different propaganda

techniques to their

tourist destination.

After several minutes, students will group by continent to share which techniques they found to be most promising with their chosen spot, why they work or why they don't fit. Students will translate these findings into blog or ComicLife format.

5.	English: Students	Students will know	Students will be able
Hook: Egypt Ministry of Tourism video	will understand that propaganda is a descriptive means of persuasion through written or visual means, and can affect public opinion.	what kinds of writing style appeals to different target audiences.	to (empathy) role-play the different target audiences to see what kinds of reactions are expected.
Used to get students in the travel mindset, and to see what different methods government agencies might apply to promote their location.			
Graphic Organizer: Story Map	Social Studies: Students will understand that several factors influence the development of cultures around the world.		
Cooperative Learning: Students will role play in their color groups (green, red, yellow, blue) reactions to a particular vacation destination.			
Technology: IMovie, GarageBand, wikispace			
Artifact: IMovie, GarageBand, wikispace: Students will create a role play scenario			

discussing the
reaction/response
from the target
audiences.

Details: Students
will group in their
color groups and
draw from a hat (a
sailor hat) to see
what age
demographic they
will be reacting as.
Students will choose
which vacation
destination from the
group they will use
as their reference.
Students will fill out
their Story Map as
the age demographic
(elderly married
couple, young
couple with small
children, extended
family reunion,
single man/woman
(any age), college
student). Students
will use iMovie,
GarageBand, or
wikispaces to
portray these
audiences.

6.	English: Students	Students will know	Students will be able
Hook: Line game, as	will understand that	how media	to (self knowledge)
a way of assessing	propaganda is a	representations	Reflect on the ways
overall unit impact.	descriptive	affect business,	that media has
Graphic Organizer:	means of persuasion	culture, personal	affected personal
Wheel	through written or	decisions.	decisions (more
Cooperative	visual means, and		specifically, what
Learning:	can affect public		their opinions are
Individual-based	opinion.		about particular
Technology: Blog,			areas of the world
Glogster	Social Studies:		are).

Artifact: Blog, Glogster: Students will use either Blog or Glogster to recap and reflect on how the media has affected them in a decision/opinion/feeling, then relate that to how they would react if they were planning a dream vacation.

Students will understand that several factors influence the development of cultures around the world.

Details: Students will take a moment to think back over the unit, and describe their thoughts using the Wheel. They will be able to refer back to their thoughts on day one, and compare to how they think now about media and propaganda (as applied to vacation spots). Students will have the opportunity to share how their feelings have changed over the course of the unit with small groups, and then the class recap as a whole. Students will use either Blog or Glogster to do their final reflection piece, and relate to how they would react now knowing

the different
techniques used in
the event that they
were planning a
dream vacation.